

Clarification Regarding the Manitoba Provincial Report Card (updated June 1, 2021)

Additional guidelines have been developed for the June reporting period. These guidelines should be adapted to fit the local context.

1. Learning Behaviours (as clarified in November 2020)

In cases where students are learning in a blended or remote environment, the definitions for two of the learning behaviours are reworded so that they are applicable to all learning situations.

■ Personal management skills:

Original descriptor: Uses *class* time effectively; works independently; completes homework and assignments on time

Modified descriptor: Uses time effectively; works independently; completes homework and assignments on time

■ Active participation in learning:

Original descriptor: Participates in *class* activities; self-assesses; sets learning goals

Modified descriptor: Participates in assigned activities; self-assesses; sets learning goals

■ Social responsibility:

Works well with others; resolves conflicts appropriately; respects self, others, and the environment; contributes in a positive way to communities [unchanged]

■ Engagement in using French (applicable for French Immersion schools):

Speaks French with the teacher(s) and classmates in a variety of situations; contributes to the French ambiance by taking initiative in speaking French [unchanged]

Students will be assessed on the learning behaviours, regardless of learning environment.

On the rare occasion where a teacher is unable to observe a learning behaviour, teachers should leave the learning behaviour rating blank. The following comment must be included: *The learning behaviour(s) is/are not reported due to limited teacher-student interaction.*

2. Academic Achievement (Grades 1 to 8)

- In situations where a student has been largely absent from class or has been disengaged from the learning process:
 - An *IN* (incomplete) should be noted as the Term 2/final grade.
 - Include the following comment: *Due to reduced contact time with [insert name], not enough evidence was gathered to assign a grade.*
 - A personalized comment referencing a plan for September 2021 should follow, or include the following comment: *In September 2021, teachers will use existing assessment processes along with conversations with the previous year's teacher(s) to establish a plan for moving forward.*
- In situations where courses such as physical education, health/well-being, music, art, and/or optional courses at Grades 7/8 have been integrated into the four (4) key subject areas (math, language arts, social studies, and science):
 - A mark should be noted in cases where courses have been fully integrated and all outcomes have been explored.
 - An *IN* (incomplete) could be noted as the Term 2/final grade in cases where the content was not fully integrated, with the following comment: *This course was integrated into key curricular areas (math, language arts, social studies, and science) and cannot be reported separately on at this time.*
- In situations where staffing assignments resulted in an emphasis on the four (4) key subject areas (math, language arts, social studies, and science), for any affected courses (e.g., physical education, health/well-being, music, art, optional courses at Grades 7/8) that were paused:
 - An *IN* (incomplete) should be noted as the Term 2/final grade.
 - Include the following comment: *This course was paused due to staff reassignment to key curricular areas.*
 - A personalized comment referencing a plan for September 2021 should follow, or include the following comment: *In September 2021, teachers will use existing assessment processes along with conversations with the previous year's teacher(s) to establish a plan for moving forward.*

Should you have questions about the provincial report card, please contact Jennifer Maw at jennifer.maw@gov.mb.ca, or by phone at 204-223-1674.